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ABSTRACT

Published prior to the 1970 implementation of a Paterson, New Jersey, Title III early childhood program for 120 pre-kindergarten and 120 kindergarten aged disadvantaged children, the bulletin describes the school and student population, the evaluation procedure, differences between experimental and control groups, results of pretesting, the eight proposed teacher workshops, and use of instructional television in the program. It is explained that the program is based on curriculum performance objectives and research aims such as determining whether the culturally disadvantaged students will catch up with more advantaged students during the pre-kindergarten year. Pretesting is reported to have consisted of the Peabody Picture Vocabulary Test (PVT) and the locally developed Identity and Body Parts Test and Skills Assessment Test (which are given in full). Preliminary information provided includes a mean score of 70 on the PVT and percentages of children who passed each item on the Skills Assessment and Identity tests. Noted are a planned workshop on the use of instructional television and development of local television programs to teach concepts such as part-whole relationships. Listed are Board of Education and Advisory Committee members. (DB)

DALE AVENUE SCHOOL

PATERSON, NEW JERSEY

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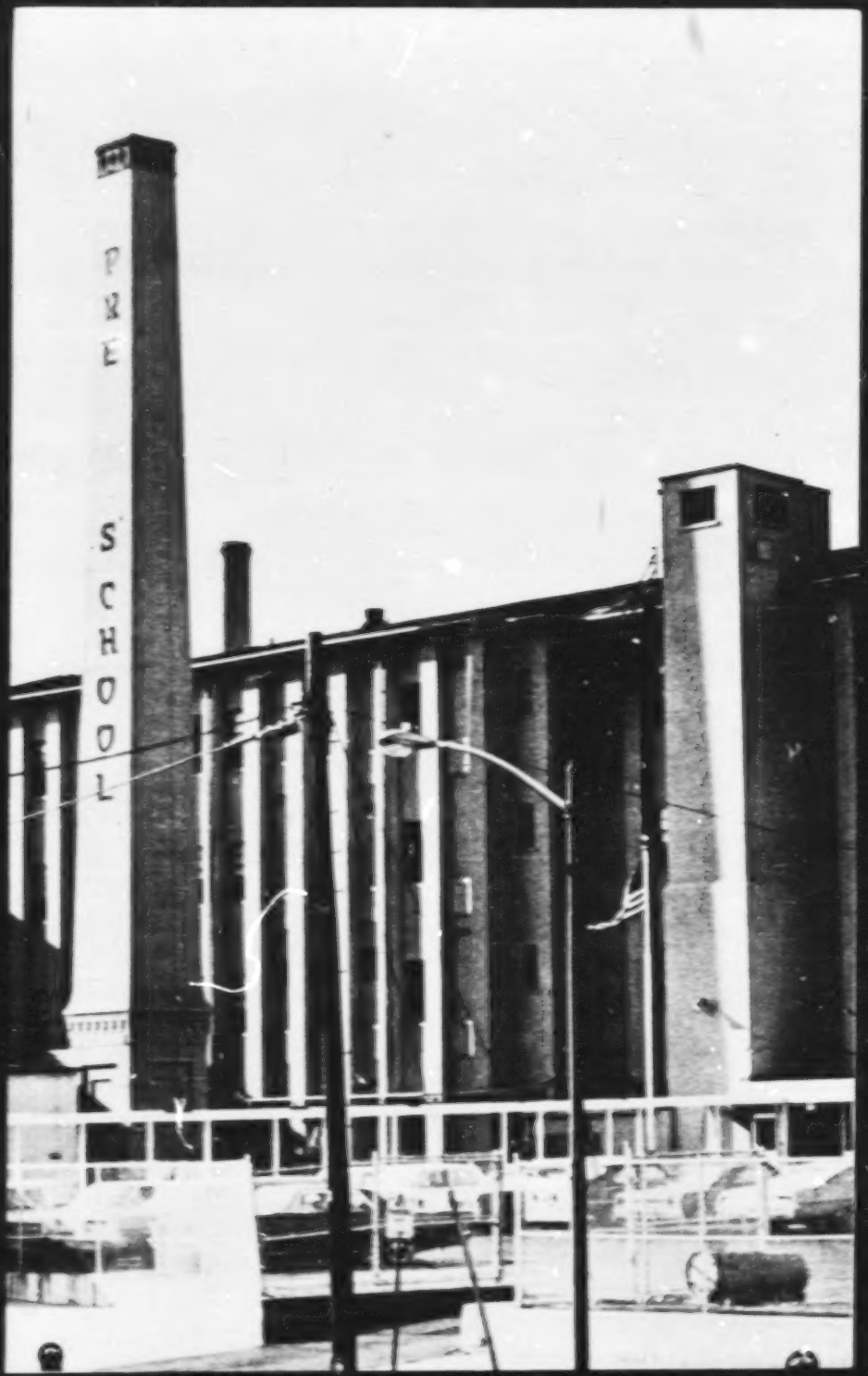
A TITLE III E.S.E.A. PROJECT
PATERSON BOARD OF EDUCATION

RESEARCH BULLETIN VOLUME I NO. 1
DECEMBER, 1970


PRE SCHOOL

A MESSAGE FROM THE SUPERINTENDENT'S DESK

On behalf of the Paterson Board of Education and the Office of the Superintendent of Schools, I am happy to present our first professional report of our Title III Project at the Dale Avenue Early Childhood Education Center. This report constitutes much study and effort on the part of our professional staff.

We have been in the process of experimenting with the Performance Objective Record as an evaluation and teaching instrument for a period of one and one half years. It is our sincere hope that this approach to curriculum design will have a positive impact on the education of our children and cause desirable change in educational methodology.

You, and your professional staff, are invited to review and re[illegible] our studies. We look forward to acti[illegible]icipation from our colleagues outside of Paterson as well as those within it.

I sincerely hope you will find our first research report interesting and informative.

Sincerely,

DR. MICHAEL GIOIA
SUPERINTENDENT OF SCHOOLS
PATERSON, NEW JERSEY

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Meet the staff.....

Under the auspices of the Paterson Board of Education, the following individuals are currently carrying on the Title III program:

Mrs. Helen B. Hanson.....Director-Title III

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Mr. John R. Panosh.....Information and Dissemination Specialist

Mrs. Gilda Walsh.....Audiologist

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Mr. Joseph Heitzman.....Assistant Director of Funded Programs

Miss Harriet Gibbs.....Director of Pre-Kindergarten, Dale Avenue School

Mr. John Canonico.....Media Specialist

WHAT YOU SHOULD KNOW ABOUT TITLE III AND DALE AVENUE SCHOOL

The Dale Avenue Urban Early Childhood Title III project is designed to assist the professional staff of the Dale Avenue School and the community served by it.

Dale Avenue School in Paterson, New Jersey houses a team of people working on a special federally funded Title III project. This Title III project now has a staff of five- a project director, researcher, information dissemination specialist, audiologist, and parent coordinator. By January 1, 1971,a psychometrician is expected to join the present staff.

The main element of the Title III project is to develop a curriculum especially designed to help urban children at the pre-kindergarten and kindergarten levels gain skills at rates that will enable them to cope effectively with the problems they meet in their learning environment.

One hundred and twenty pre-kindergarten and one hundred and twenty kindergarten pupils at Dale Avenue School and fifty children at School #24 will comprise the experimental group in the study the Title III project staff will conduct. Thirty pre-kindergarten age children and thirty kindergarten children attending Paterson schools other than Dale Avenue will comprise the control group. Several standardized and locally made pre and post tests will be administered to both the experimental and control groups.

EVALUATION

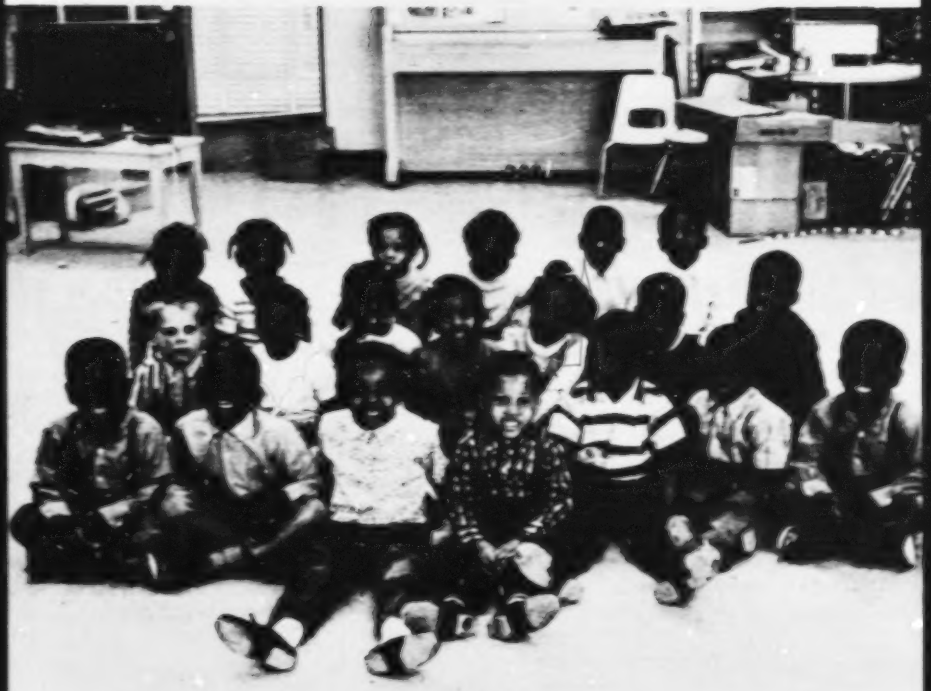
A pre-test and post-test experimental control design using standardized and locally developed instruments will be used to evaluate the academic performance of the Project students. At the pre-kindergarten level, the Peabody Picture Vocabulary Test, the locally developed Performance Objective Record and other locally developed tests will be administered. A group of thirty matched pre-kindergarten children residing in the city of Paterson and not attending any pre-school program will serve as the control group. The control group will be selected to provide two levels of comparison- one group of fifteen students to be selected from non-disadvantaged areas and considered advantaged as measured by family income and the other group to be randomly selected from disadvantaged areas.

At the kindergarten level a control group of thirty randomly selected students- fifteen from non-disadvantaged areas and fifteen from disadvantaged areas- using the regular curriculum will be tested to evaluate the effectiveness of the new curriculum.

Positive significant differences of project students based on the pre-test and post-test data will be used to evaluate individual student progress.

The pre-kindergarten and kindergarten children at Dale Avenue Early Childhood Education Center, who comprise our experimental group, are predominantly from areas where the schools receive Title I funds. Applications are taken on a first-come, first-served basis from people who have either read about the school in the newspaper or heard of it from the following sources:

Guidance Counselors
Social Workers
School Nurses
Principals
PTA Council
Paterson Task Force
Mental Health Clinic of Passaic County
Passaic County Welfare
Bureau of Children's Services
Jewish Children and Family Services
Juvenile Relations Court
Probation Department
Parents of Dale Avenue Pupils
Staff of Dale Avenue School
Day Care-One Hundred
Four C's Program (a group of thirty or forty community organizations)



DISTRIBUTION OF THE EXPERIMENTAL AND CONTROL GROUPS

Of the pre-kindergarten children in our experimental group, forty-four percent are Black, twenty percent are White, and twenty-one percent are Puerto Rican. The remaining fifteen percent are Columbian, Chilian, Costa Rican, and Chinese. Fifty-three percent are boys and forty-seven percent are girls.

Forty-seven percent of the kindergarten children in our experimental group are Black, twenty-four percent are White, and twenty-seven percent are Puerto Rican. The remaining two percent are Cuban and Columbian. Fifty percent are boys and fifty percent are girls.

The control group of disadvantaged children will reflect the same distributions as the pre-kindergarten and kindergarten children at Dale Avenue. The control group of advantaged children will reflect the same age, sex, ethnic distributions, but income, size of family and parental occupations will differ.

TESTING

Since a psychometrician has not yet been hired, the project director and researcher, along with the pre-kindergarten teachers did much of the pre-testing. The Dale Avenue School staff had already been alerted to the projected needs of the curriculum.

Some of the material had already been taught prior to testing. Ideally, testing should have commenced during the first week of school. However, this was not possible as the Title III Project staff was not hired until October 15, 1970.

Part of the activities of the Title III staff to date has been the development of Title III staff-made tests. One hundred percent of the pre-kindergarten children in the experimental group have been tested on these tests and on the Peabody Picture Vocabulary Test- Form A. One child from our control group of advantaged children has been tested and nine children from the disadvantaged group has been tested.

THE STAFF-MADE TESTS
WHAT ARE THEY?

The Title III staff-made Skill Assessment Pre-test for pre-kindergarten requires children to (1) identify a circle, square, and triangle; (2) name eight colors- purple, brown, yellow, green, blue, red, black and orange- when a color strip is shown; (3) answer the question, "When is your birthday?"; (4) rote count when the examiner says, "Count for me": (5) identify numerals one through ten which are presented at random on 5 x 8 cards; (6) count objects (examiner produces color strips) in groups of 1,2,3, and 4; (7) see likenesses and differences-

The examiner presents a 3 x 5 card with three like red circles and asks, "Are these the same?" Whether their answers (which the examiner marks down) are yes or no, the examiner asks, "Why?"

The children are then presented with another card which has a larger blue circle on it. The examiner asks, "Is this the same as these?" pointing to the like red circles. The examiner then asks, "Why?"

The Project III staff-made Identity and Body Parts Checklist for pre-kindergarten requires children to answer the questions:

A. What is your name?
B. Who is your teacher?
C. How old are you?
D. Where do you live?
E. What is the number of the bus you ride?

It also requires that children name the following body parts and tell how many, when the examiner says:

A. "I am going to point to parts of my body and you name them."

Eyes.....How many?
Nose.....How many?
Mouth.....How many?
Teeth
Tongue
Eyebrows
Eyelashes
Ears.....How many?
Neck
Elbow.....How many?
Arm.....How many?
Hand.....How many?
Fingers.....How many on one hand?

Fingers.....How many on both hands?
Wrist.....How many?
Feet.....How many?
Ankle.....How many?
Leg.....How many?
Back
Stomach
Hair

The Project III staff-made tests for kindergarten are an extension of the pre-kindergarten tests. The Skill Assessment Test requires the children to:

(1) A. Identify a circle, square, triangle, rectangle, diamond, star, heart and oval.
B. Make a square from two triangles and a rectangle from two squares. (if they know all the shapes)
C. Trace a square, triangle and circle from templates.
D. Draw a square, triangle and circle.
(2) Name the same eight colors as in the pre-kindergarten test plus gray, pink and tan.
(3) Answer the questions:
A. Is this color shiny or dull?
B. Is this color light or dark?
C. What two colors make pink?
D. What two colors make green?
E. What two colors make gray?
F. What two colors make tan?
(4) Answer the questions or name:
A. When is your birthday?
B. Name the months of the year.
C. How many months in the year are there?
D. Name the days of the week.
E. How many days in the week are there?
F. Name the seasons.
G. How many seasons in the year are there?

(5) Respond and demonstrate:
A. Give me a smooth object.
B. Give me a soft object.
C. Give me the flat object.
D. Is this object smooth or rough?
E. Is this object soft or hard?
F. Is this object flat or round?

(6) Demonstrate: (Child gives it to examiner)
A. Which circle is small?
B. Which circle is middle sized?
C. Which circle is large (or big)?

(7) Demonstrate:
A. Put the pencil next to the paper.
B. Put the pencil under the paper.
C. Put the pencil on top of the paper.
D. Put the pencil in front of the paper. (Hold the paper up)
E. Put the pencil in back of the paper. (Hold the paper up)
F. Put the pencil between two pieces of paper.
G. Which block is on top?
H. Which block is in the middle?
I. Which block is on the bottom?

(8) Identify numerals (random order) when examiner asks, "What number is this?"

1 2 3 4 5 6 7 8 9 10 11

12 13 14 15 16 17 18 19 20

(9) Count objects in groups of:

1 2 3 4 5 6 7 8 9 10

(10) Rote count- when examiner says, "Count for me".
A. 1,2,3,4,5 6,7,8,9,10
11,12,13,14,15 16,17,18,19,20

B. Rote count backward- when examiner says, "Count backward for me".

10,9,8,7,6 5,4,3,2,1

C. Repeat a group of 2,3,4, and 5 numbers at 2 second intervals.

6 5
7 3 1
5 2 7 6
3 2 5 1 7

(11) A. and B. - See likenesses and differences. (The same procedure is followed as in pre-kindergarten test question number 7)

C. Respond when the examiner (using pictures) says, "Pick the item that goes with item shown."

1. Shoes: Which of these goes with the shoes? (Show pictures of socks, bottle, hat) [Objects commonly associated with each other]
2. An apple: Which of these goes with an apple? (Show pictures of banana, pocketbook, pig) [Objects which share physical attributes]
3. A chair: Which of these goes with a chair? (Show pictures of couch, ball, orange) [Objects which serve similar functions]

12) A. Copy sequence of 2,3,4, beads (actual beads) when the examiner says, "Make it just like mine."

B. Produce a pattern of 2,3,4, beads that they see in picture form.

The Project III staff-made Identity and Body Parts Checklist for kindergarten requires children to answer the same questions the pre-kindergarten children answered plus these additional questions.

A. What is the name of this school?
B. What grade are you in?
C. Are you a male or female?
D. Which is your right hand?
E. Which is your left hand?

The kindergarten children are required to name the same body parts as the pre-kindergarten children plus nostrils, cheeks, forehead, chin, chest, toes, knee, shoulders, waist, and hips.

WHAT HAVE WE FOUND THUS FAR ?

With one hundred percent of the one hundred and twenty pre-kindergarten children in the experimental group tested, the following results have been noted:

The mean score for the pre-kindergarten children on form A of the Peabody Picture Vocabulary Test was 79. Two Black children and twenty Spanish speaking children were not testable or scoreable on this test. The test was translated into Spanish and administered to the Spanish speaking children but they were not able to score on the Spanish version either.

The median score of the entire group of pre-kindergarten children was 73.8. One third or more of the pre-kindergarten children gave incorrect responses to the following words: wiener, badge, nest, bush, envelope, pouring, tying, sewing, coach and goggles. (A more detailed discussion on the categories of words that the children gave incorrect responses to will be included in the forthcoming Research Bulletin).

The results of the Title III staff-made Skill Assessment Pre-test for pre-kindergarten were based on a score of one hundred percent. The mean score of the one hundred and fourteen who scored (only six Spanish speaking children were able to score on this test) was 45. The median score of the entire group was 44.7.

The following abilities and deficiencies were discovered on the Skill Assessment Test.

(1) 63% identified a circle
15% who could not identify the geometric shape still received credit for noting that it was the shape of an O, a ball, a round thing, a hole.
45% identified a square
54% identified a triangle

(2) When color strips were presented:
36% knew purple
47% knew brown
50% knew yellow
47% knew green
42% knew blue
50% knew red
53% knew black
54% knew orange

(3) In the entire pre-kindergarten group at Dale Avenue less than 1% knew their birthdays or the months of their birthdays.

(4) When asked to rote count:
25% counted to five
38% counted to ten
13% counted to fifteen
3% counted to twenty
1% counted to twenty-five
1% counted to thirty
The remaining children were unable to rote count to five.

(5) When asked to identify numerals:
50% identified the numeral 1
17% identified the numeral 2
19% identified the numeral 3
18% identified the numeral 4
18% identified the numeral 5
7% identified the numeral 6
9% identified the numeral 7
7% identified the numeral 8
7% identified the numeral 9
10% identified the numeral 10

(6) When asked to identify the number of objects they saw in groups of 1,2,3, and 4:

80% counted one object
66% counted a group of two objects
43% counted a group of three objects
33% counted a group of four objects

Some of the children saw groups and did not have to count them. Other children had to count individual strips.

(7) When asked questions and shown pictures to determine if they could see likenesses and differences:

70% could see likenesses
50% could see differences

The results of the Title III staff-made Identity and Body Parts Pre-test for pre-kindergarten were also based on a score of one hundred percent. The mean score for the group was 69.4. Five Spanish-speaking pupils were unable to score on this test. The median score for the entire group was 75.4.

When asked the following questions the listed percentile of pre-kindergarten pupils answered correctly:

(*) Identity checklist

A. What is your name?	90%
B. Who is your teacher?	78%
C. How old are you?	47%
D. Where do you live?	63%
E. What is the number of the bus you ride?	88%

(2) Body Parts Checklist

eyes	92%	How many?	77%
nose	94%	How many?	76%
mouth	88%	How many?	45%
teeth	86%		
tongue	72%		
eyebrows	46%		
eyelashes	21%		
ears	85%	How many?	68%
neck	62%		
elbow	50%	How many?	55%
arm	72%	How many?	61%
hand	84%	How many?	72%
fingers	76%	How many on one hand?	32%
		How many on both hands?	10%
wrist	10%	How many?	44%
feet	76%	How many?	64%
ankle	20%	How many?	47%
leg	64%	How many?	60%
back	75%		
stomach	64%		
hair	79%		

TITLE III WORKSHOPS

A total of eight teacher workshops will be conducted this school year. Two have thus far been completed. Six more are anticipated. On November 16, 1970, we were most fortunate in securing, as our speaker for the first workshop, Mr. Murray Tesser, a widely recognized authority in the field of instructional and educational television.

Mr. Tesser addressed teachers, staff and parents about how television can and will be a most useful tool in helping to teach our students. He also proposed ways in which the teachers can play important roles in developing T.V. standards at Dale Avenue School.

Mr. Tesser is an Audio Visual production officer at Fort Monmouth, New Jersey for WFM-TV, a division of the United States Army Signal Center and School. Prior to joining the staff there in 1963, he was production supervisor for WNDT-(New York) for a year, and for six years before that was program director for WHYN-TV (UHF Ch.40) in Springfield, Mass. He was also a production manager, producer-director and master of ceremonies for children's programs for WJAR-TV (Ch.10) in Providence, Rhode Island. Mr. Tesser was also producer-director of programs such as Captain Video and TIP-TOP Circus-early television children's programs. His experience includes teaching drama, and acting as assistant to the producer of package productions for N E T and of Broadway theater.

He has directed over 10,000 T.V. productions since he entered the medium in 1949. Several of these programs were awarded the T.V. Guide Gold Medal Award, the Peabody Award and the Variety Showmanship Award.

Mr. Tesser also acts as television consultant to a variety of industrial and educational institutions.

TITLE III PROJECT WORKSHOPS

Eight training workshops for teachers have been developed under the Title III program. Following is a schedule of workshop events as they have occurred and those projected for the future:

1. Staff orientation for the purpose of presenting the Title III program to the teachers involved and explaining the impact of Title III on the existing Program. October 19, 1970
2. Television Orientation- November 16, 1970
3. Report to the staff on findings accumulated from test data and conferences on learning problems discovered in individual children. Mid-December
4. Methods and Material for perception training.
5. The pre-kindergarten and kindergarten language program
6. The Audiology Program
7. Measurement Instruments
8. The Ungraded Primary Concept

* ITV AT DALE AVENUE SCHOOL

WHY AND WHAT???

Each and every day, in one way or another, most of us are exposed to education without realizing it. We do respond to it both verbally and mentally and usually we are better for it. Television is one of those forces. Here, at Dale Avenue School, this unique and relatively new invention is to become a vitally important part in our instruction of all students.

At the outset we must point out that *INSTRUCTIONAL T.V. is not of the home or commercial type. Educational T.V. will utilize video tape and local teacher talent for the most part and our programs will be generated from within our own walls.

Perhaps we should define what television is NOT. It is NOT a panacea for all educational ills. Nor is it what many still use it for (as they still use films)— an alibi for teaching. It is NOT a substitute for the teachers at Dale Avenue School. The uses for T.V. are multiple, dependent on:

(1) the needs and circumstances of a given school and (2) the inherent characteristics of the medium.

T.V. IS a means of transmitting sight and sound through space- a visual-aural medium. As such, we intend the pre-kindergarten and kindergarten viewer to react to what he sees. When, through our pre-testing and teacher conferences, we find there is a skill area that needs reinforcement, instructional T.V. will be used to provide it in a highly motivating way.

Our child viewers shall become aware, as time goes on, of part-whole relationships. By watching, through animation and special effects, that parts become a whole and break apart again before their very own eyes, and on the T.V. screen, the pupils will gain a quicker and more lasting understanding. This shall be our ultimate result.

We shall also seek to communicate techniques of training, self improvement, vocabulary building, interpersonal skills, manipulative skills, confrontations, simulations, etc. Our ITV system will not replace the pre-kindergarten or kindergarten teacher. It will, in fact, reinforce the teacher's effort's in every area.

At present, we have camera and microphone connections in all our classrooms. This will enable us to watch, record, and evaluate any programs at any time. The camera and audio signals are transmitted to a master console in our T.V. control center. Here, the cameras are remotely controlled to allow recording of any teacher, student, or class. Soon to come will be the production of special instructional tapes intended to deal with a variety of subjects at the pre-kindergarten and kindergarten levels. Our teachers will use them as often as necessary to help the children gain vivid and lasting impressions of what life holds in store for them beyond the school doors and the electronic screen of the television set.

OUR AIMS

Using a specially designed curriculum based on performance objectives, it is anticipated that the project findings at the end of the 1970-71 year will answer the following questions:

1. Will culturally disadvantaged students "catch up" with more advantaged students during the pre-kindergarten year?

2. Will they continue to move ahead at a more rapid rate than is expected or at least maintain a gain during the kindergarten school year?

3. Will children in the program who are not culturally disadvantaged also move ahead at a rapid pace in pre-kindergarten and maintain this gain in kindergarten?

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